**Connecting the Leadership Model to my Practice as a Leader of Literacy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection on Middle / Senior Leader responsibility** | | | | |
| *My responsibility is to…* | *Implications for Leading Literacy* | http://www.mdahlem.net/img/ozbirds/6/wedgy_5342_big.jpg | http://willemkruger.files.wordpress.com/2012/09/11-1-snake-eagle-1024-500k-72d.jpg | http://wnem.images.worldnow.com/images/22120805_BG1.jpg |
| Improve outcomes for all students, with a particular focus on Māori and Pasifika students and students with special education needs |  |  |  |  |
| Create the conditions for effective teaching, learning, and curriculum delivery |  |  |  |  |
| Explore and promote the use of ICT and e-learning to open up new ways of connecting, sharing, and learning |  |  |  |  |
| Develop schools as learning communities |  |  |  |  |
| **Relationships** | | | | |
| *I build trust by…* | *Implications for Leading Literacy* | http://www.mdahlem.net/img/ozbirds/6/wedgy_5342_big.jpg | http://willemkruger.files.wordpress.com/2012/09/11-1-snake-eagle-1024-500k-72d.jpg | http://wnem.images.worldnow.com/images/22120805_BG1.jpg |
| Showing interest in the careers and aspirations of those I lead, encouraging them to take on new roles, and providing professional development opportunities |  |  |  |  |
| Providing a supportive teaching and learning environment with appropriate resources |  |  |  |  |
| Being open and transparent in appraising staff |  |  |  |  |
| Carrying out classroom observations and having others observe their own practice |  |  |  |  |
| **Systems** | | | | |
| *I’m responsible for…* | *Implications for Leading Literacy* | http://www.mdahlem.net/img/ozbirds/6/wedgy_5342_big.jpg | http://willemkruger.files.wordpress.com/2012/09/11-1-snake-eagle-1024-500k-72d.jpg | http://wnem.images.worldnow.com/images/22120805_BG1.jpg |
| General and strategic school administration, such as planning, resourcing, staff appointments, budgeting, timetabling, and running school events |  |  |  |  |
| Academic tracking of students through assessment, evidence collecting, and data analysis |  |  |  |  |
| Pastoral care of students and support for staff |  |  |  |  |
| **Partnerships and networks** | | | | |
| *I participate in…* | *Implications for Leading Literacy* | http://www.mdahlem.net/img/ozbirds/6/wedgy_5342_big.jpg | http://willemkruger.files.wordpress.com/2012/09/11-1-snake-eagle-1024-500k-72d.jpg | http://wnem.images.worldnow.com/images/22120805_BG1.jpg |
| Ongoing learning, such as attending conferences and belonging to committees and subject associations (particularly if from a small department or school or from a school in an isolated area) |  |  |  |  |
| Networking across schools to share ideas and challenge practices |  |  |  |  |
| Working with parents, whānau, hāpu, iwi, and caregivers to establish shared expectations for |  |  |  |  |
| *“We too are lifelong learners, and certainly through participating and promoting learning within the school [and our learning areas] shows that we’re all walking the same journey”*  *Louise Anaru, Principal, Flaxmere College* | | | | |
| students (and encouraging teachers to do the same) |  |  |  |  |
| Developing networks in the wider community, including the local media, to ensure that the school’s achievements are well presented |  |  |  |  |
| Participating in professional development |  |  |  |  |
| Encouraging innovations that improve students’ learning |  |  |  |  |
| **Culture** | | | | |
| *I contribute by…* | *Implications for Leading Literacy* | http://www.mdahlem.net/img/ozbirds/6/wedgy_5342_big.jpg | http://willemkruger.files.wordpress.com/2012/09/11-1-snake-eagle-1024-500k-72d.jpg | http://wnem.images.worldnow.com/images/22120805_BG1.jpg |
| Ensuring that educational practices are inclusive |  |  |  |  |
| Ensuring that the language, identity, and culture of students and their families are acknowledged and valued |  |  |  |  |
| Actively engaging in the development and implementation of shared goals and vision |  |  |  |  |
| Ensuring a safe and well-organised environment that allows teachers to focus on their teaching, and students on their learning |  |  |  |  |
| Supporting the development of practices that set an expectation that all students will experience success in learning |  |  |  |  |
| Modelling practices in which teamwork is expected and valued |  |  |  |  |
| Leading and creating opportunities to celebrate the progress and success of students and staff |  |  |  |  |
| **Leadership activities leading change** | | | | |
| *I attempt to gather / gain…* | *Implications for Leading Literacy* | http://www.mdahlem.net/img/ozbirds/6/wedgy_5342_big.jpg | http://willemkruger.files.wordpress.com/2012/09/11-1-snake-eagle-1024-500k-72d.jpg | http://wnem.images.worldnow.com/images/22120805_BG1.jpg |
| Information about, and involvement in implementing the school vision and strategic intent |  |  |  |  |
| Current, evidence-based information about effective approaches to teaching, learning, and assessment |  |  |  |  |
| A sound understanding of how change processes work and how people respond to change |  |  |  |  |
| Insight into teachers’ current beliefs and practices (in order to help them engage with new ways of working) |  |  |  |  |
| Relationships based on trust, so that staff feel supported and understood |  |  |  |  |
| An awareness of the school’s capacity for change |  |  |  |  |
| Strategies for handling resistance to change |  |  |  |  |